DOCUMENT RESUME

ED 101 475 EA 006 759

TITLE	Fostering Articulation Within and Between Schools. Commission on Schools Occasional Paper No. 1.
INSTITUTION	North Central Association of Colleges and Schools, Chicago, Ill.
PUB DATE	[74]
NOTE	25p.
AVAILABLE FROM	Commission on Schools, North Central Association, 5454 South Shore Drive, Chicago, Illinois 60615 ($1.00)
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	Administrator Responsibility; Annotated Bibliographies; *Articulation (Program); Elementary Secondary Education; Guidance Functions; *Instructional Program Divisions; Literature Reviews; *Management by Objectives; Nongraded System; *Program Coordination; Program Improvement; *Program Planning; Teacher Role; Ungraded Schools

ABSTRACT

The purpose of this booklet is to help elementary and secondary schools improve vertical articulation within their k-12 instructional programs. Although some authorities maintain that only an ungraded program can ultimately solve the articulation problem, this booklet describes a number of steps that can be taken to improve articulation within an administrative structure of rigidly graded schools and highly departmentalized programs. Separate short chapters discuss factors contributing to articulation problems, administrative responsibility for articulation, the role of guidance in articulation, the teacher's role in articulation, and implementation of a program of articulation. A brief review of selected literature on articulation is also included. (Author/JG)

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Fostering Articulation Within and Between Schools

An NCA Commission on Schools
Occasional Paper

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A Review of Selected Literature on Articulation

Preface

Vertical articulation on a K-through-12 basis has had a substantial volume of professional literature devoted to it. Hence any school wishing to improve its articulation efforts can find an ample number of ideas to assist it in the task. The purpose of this handbook is to help the school to seek out and to implement some of those constructive ideas.

In analyzing the literature, responsibility for the present poor state of vertical articulation seems to fall into four distinct areas:

1. Teacher education programs have not done their work in preparing teachers to effect meaningful articulation.

2. Administrators have not shown proper leadership in bringing about the articulation of the total educational program.

3. Guidance personnel have not properly identified their role in promoting school articulation so that individual student adjustment and achievement problems can be lessened.

4. The classroom teacher finds it very easy to teach within the confines of four walls of the classroom, with little concern for what happened previously in the educational experiences of the child or what is to follow.

Although some authorities maintain that only an ungraded school program will solve the articulation problem, all generally agree that there are sound devices a school may use to improve articulation, even with the present administrative structure of rigidly graded schools and highly departmentalized programs. It is hoped that this handbook will foster better vertical articulation by making some of those ideas more accessible.

R. Paul Brimm, *Chairman*

NCA Liaison Committee for Junior High/Middle Schools

I

Introduction

> There has been ample research into the articulation problem. What is needed during the second half of the twentieth century is more action to translate the research findings into positive programs for improvement.
>
> *Encyclopedia of Educational Research,* 3rd edition

Like Mark Twain's weather, articulation is often discussed but very little is done about it. Indeed, instead of a consolidation of the efforts of American education toward a unified goal and consecutive program, there appears to be an increasing segmentation within the education program. In order to facilitate the task of teaching large numbers of children the total educational continuum has been broken into administrative segments of grade levels, building units, subject matter departments, and separate school districts. These factitious subdivisions, organized more for administrative convenience than for assistance to the individual child, have resulted often in a high degree of specialization with few links among the several segments.

Too often the elementary teacher is completely isolated from the secondary program, and the secondary teacher demonstrates little concern for what occurs at the elementary level. The one "bridge" among the levels is the senior high school teacher's lament that little teaching and less learning seems to have occurred in the child's earlier school years. This is echoed, ironically enough, by the junior high or middle school teacher in his evaluation of work done at lower levels. The college instructor, in turn, feels free to condemn all education below the freshman level.

In addition to the grade level segmentation, subject matter areas are further partitioned. The teacher of life science in grade seven may have only a limited acquaintance with the contents of the eighth grade earth science course, and both may be uncertain as to the contents of the tenth grade biology course.

While there has been a sizable body of literature devoted to high school/college articulation, the volume is much less than that focusing on K-through-12 articulation. Nevertheless, the theory and the practices evolving from sound K-through-12 articulation can offer rich suggestions for modifications that could be effective at the higher levels as well.

Some innovative administrative structures hold considerable promise as a solution to the articulation problem. The continuous progress concept in the non-graded school might all but eliminate articulation problems if it is properly developed. Further, multi-age grouping with interdisciplinary teaching teams points the potentiality of improved educational practice in both vertical and horizontal articulation.

Conventionally organized schools also can do much more to improve the smooth flow of educational experiences. Visitation within and between

schools is a simple approach too often ignored, as are programs of intra- and inter-district teacher exchanges, in-service workshops on aspects of articulation, and the coordination of curricular materials.

A logical approach to the problem would be for the total district staff to investigate then list the wide range of ways that articulation can be effected. With this listing at hand, the faculty could begin to approach the problem from many directions and through the use of many different groups. Some teachers could arrange classroom visits, some could exchange classes once or regularly, others could meet with study groups to explore further possibilities. With a large block of the faculty making informed contributions and essays into articulation, an improved program would have to result.

Few changes in a school can do more to improve the total educational program than positive action on articulation. A smooth transition and continuity of educational experiences will help insure maximum use of the resources of the school and will foster the optimal development of the students. Appropriate articulation reduces needless repetition of educational experiences and prevents gaps in educational sequences. It represents a direct attack on the problems that cause drop outs and failures, since these often result from boredom or from failure caused by non-sequenced experiences.

The interest of the North Central Association in articulation is consonant with its prime purposes. The Articles of Incorporation of the NCA state that the "object of this Association shall be to establish closer relations between colleges and secondary schools of the North Central states." The Association has always maintained a committee on school/college relations, and the members of this group have made fine contributions to the realization of that objective.

In 1968 the Secondary Commission extended accreditation to junior high schools and middle schools. This opened a new opportunity for articulation within the Commission's work. Even greater opportunities will arise with the NCA accreditation of elementary schools at the 1975 Annual Meeting, for then the Commission will encompass the total kindergarten through grade twelve educational program. The Liaison Committee for Junior High/Middle Schools thought this an appropriate moment to begin work on the problem by publication of this present brochure.

This booklet attempts to pull together a wide variety of practices that have been reported as being successful in attacking articulation problems. It is recognized that no one could use all the ideas presented herein, but it was thought useful for the ideas to be readily available so that the school may select those which could best help within that school's unique context.

II

Factors Contributing to Articulation Problems

Historically, articulation was a major concern only to secondary school administrators and college admissions officers. However, with the development of the comprehensive high school, a broader curriculum, and the administrative separation of elementary, junior high, and senior high schools, the concept of articulation evolved into a problem ranging far beyond that of simply college preparation.

The discrete origins of the various segments of the American school system in themselves brought articulation problems in their wake. The kindergarten derived from a German background, while the elementary school was patterned on a Prussian model. The junior high, middle school, and senior high school are indigenous American institutions. The college concept is English in origin, but the graduate school and university have their foundations in Germany. With this wide scope of backgrounds and traditions, it was inevitable that problems would emerge in the attempt to effect a smooth flow and continuous program within the total educational system.

The professional literature approaches the immediate causes of articulation problems from several points of view. An analysis of some of the causes of the problems could furnish some possible solutions.

TEACHER EDUCATION

Since the teacher is the key person in the total educational program, it follows that some articulation problems of the school can be traced to inadequate preparation of teachers for articulation, both in their pre-service and their in-service training. Although many teacher education programs begin with a general overview of the total education system, this is usually followed quite quickly by an in-depth study of the child and the program at the level the prospective teacher plans to work. The preparation programs for elementary teachers stress child development; the secondary preparation program focuses on adolescent psychology. This kind of orientation leaves the prospective teacher with the misconception that most age groups function in a similar manner—thus obliterating the significant stages in human development.

The level for which the teacher is being prepared often structures his approach to all of education. A teacher who has completed a secondary program is likely to think primarily in terms of a subject-matter oriented program regardless of level. On the other hand, the elementary teacher often has a strong feeling for the student-centered approach, frequently with too limited an appreciation for subject-matter strengths.

Only when each level of the educational ladder recognizes the problems and limitations unique to the other levels can smooth articulation result.

All teachers must be aware of the appropriate sequence of educational experiences from kindergarten through twelfth grade. When this breadth of vision does not exist, then the secondary teacher declines responsibility for instruction in learning skills—as does the junior high teacher, the intermediate teacher, the primary teacher. Who *is* responsible?

ADMINISTRATION

The administrative structure and configuration of the school can in themselves set the stage for articulation difficulties. Any grading within the school system can result in articulation problems, of course—kinds of problems that did not exist when the school was organized to permit continuous progression of learning for the individual. The tasks of administration are simplified if a more rigid classification is used for both teacher and child. Hence our schools have been compartmentalized into grade levels and subject matter specialization, but little has been done administratively to coordinate the various segments into a more meaningful whole.

At the building level, the principal faces a multitude of internal problems that demand immediate attention. He has little time remaining at the end of the day to coordinate the program of his building with those of the sending and receiving schools.

As with the teacher, the administrator's viewpoint is influenced by his background. His preparation and experience at either the secondary or the elementary level will cause him to assume that schools at the other level operate similarly to his own. At times the secondary principal does not fully understand what the elementary school is trying to do. To a smaller but still significant extent, this is true of elementary educators as well.

GUIDANCE PERSONNEL

Guidance personnel often are unable to find time to work on problems that lie outside their own building. With the existing meager counselor/pupil ratios, the total time of guidance personnel is consumed in individual counseling, leaving little time for their work with groups of students as they advance from one level to another in their building or as they come from another school. Hence articulation problems may be ignored or go unrecognized.

While the pressure of time is an important factor with guidance personnel, it is not the only reason for their failure to address themselves to articulation. Many schools provide no opportunities for guidance personnel to serve on curriculum committees, and thus counselors do not have the chance to make an input into the possible solutions that might resolve articulation difficulties in the curricular sequence.

Again, too, the training and backgrounds of guidance workers too often render them insensitive to the teaching and learning problems of other levels of the education spiral. Secondary level counselors more often meet with counselors from that level than with counselors from elementary schools, hence exchanges of ideas and cooperative work on articulation do not occur with great frequency.

TEACHERS

Scant emphasis on articulation—its whys, wherefores, and hows—in pre-service and in-service education programs of teachers has been mentioned as one source of later problems in this area. Many teachers seem unaware of the importance of this particular aspect of education. The teacher is often so completely absorbed in his/her own classroom that little thought is given to what has gone before or what is to follow in the educational sequence. The lock-step program from grade level to grade level is accepted implicitly, with the teacher taking in a given grade children of all levels of ability and trying to move them through that year's program, regardless of their varied background.

It is not—alas—merely an old fable that elementary teachers blame the parents, junior high teachers blame elementary teachers, high school teachers criticize the junior high, and college teachers blame all that have gone before. Although most teachers accept the idea that most students should be moved forward to the next grade, not all teachers actually accept students where they are and provide an individualized program so that young people of varied abilities and backgrounds can progress at their own rates.

III

Administrative Responsibility for Articulation

The role of the administrator as an educational leader could find no better challenge than in the problems resident in articulation. Where else could the administrator find a better framework for his role as master teacher and coordinator than in an organized effort to promote a smooth flow of educational experiences from one level to another within the school system?

Articulation difficulties frequently arise from a lack of coordination, and coordination stands as one of the chief functions of administration. Coordination alone, however, is not sufficient to get the job done. A program coordinated on paper will function only to the extent that the total educational community is convinced of its importance and thus takes positive steps to see that the plan is implemented. Authentic leadership abilities are needed to lead a faculty to accept a plan for coordination and to work toward its success.

Some ideas and projects that administrators (central office, building, or department) may want to consider as they embark on such a program of articulation might be:

1. System-wide curriculum planning must be organized and directed by the administration, but wide faculty participation in planning is essential, as is the dissemination of information to all concerned.

2. Intervisitation of teachers within a given building or among buildings can promote better understandings and clearer perceptions of the total program. Real understandings do not happen by fortuity. A system must be established to coordinate the mechanics of the plan. Substitute teachers must be arranged for, follow-up programs must be initiated, and other details and resources must be considered.

3. The administration is responsible for the in-service activities that are conducted within a building on a system-wide basis. Pre-school workshops as well as in-service days should be planned to give adequate time and attention to the problems of articulation.

4. Provisions should be made to formulate and staff a program of curriculum development in which articulation problems are given full attention. The sequential development of curricular experiences should be one of the major responsibilities of the curriculum director and/or the coordinators in the various subject matter areas.

5. In development of program, the catalyst in the school system is the superintendent and at the building level the catalyst is the principal. The sequential development of curricular experiences is of sufficient importance to demand the lively attention of these leaders. Since the

instructional program is the main concern of the school, it would seem appropriate that the superintendent and the principal participate personally in the planning and development of activities promotive of good articulation practices. When the top administrative officials do not attend to these concerns, teachers usually interpret this as meaning that it is of limited importance.

6. Whether desirable or not, in many schools the textbook is the major device providing articulation in the subject areas. In view of this, the administration should make certain that textbook selection committees are aware of their responsibilities for subject content articulation. Guidelines should be developed to direct the selection process. These guidelines should include the requirement that textual materials for a given course must accord with the total instructional pattern of the school and the district.

7. To facilitate articulation, a curriculum guide for each subject area should be developed for the K-12 program. Moreover, these guides must be revised constantly. Unless this task is given a high priority by the administration, it is likely that neither the development nor the revision will be done well.

8. Articulation problems inevitably evolve from a lock-step graded program. Conversion to a non-graded school configuration would eliminate many of these problems. Alternative designs could include open spaces, multi-age and multi-grade groupings, continuous progress on a subject-by-subject basis, or "canned" programs such as Project Plan or Individually Guided Education.

9. A coordinated system of reporting pupil progress would help materially to improve the total educational program. It is essential that there be an adequate reporting of performance to the child, to the parents, and to other teachers, especially as the student advances from one grade level to the next. Administrative direction should insure that progress reports are both informative and properly used. It is vital that the reporting system be based on a philosophy fully acceptable to all grade levels.

10. A systematic program should be developed to identify the learning skills to be attained at the various levels and to make certain that the record of the student's proficiency in these skills is transmitted to the teachers at the next higher level.

11. Provisions should be made for regular departmental meetings not only within the given building but also among the various schools within the system. Articulation of one grade level with the next generally focuses on the subject area. If effective coordination is not achieved there, the more complex problems of articulation certainly cannot be solved.

12. The specification of general objectives for the total school program is fundamental to the coordination of the full educational program for the child. To make this a functioning tool, it must be followed

by the development of more specific learning objectives at each grade level and in each subject area. The instructional staff should develop these objectives, but the responsibility for the leadership in this task is the administrator's.

13. A community resource file should be developed by the administrative staff to assist the teachers in providing meaningful learning experiences. If unnecessary repetition and gaps are to be avoided, the administration (in the school and in the central office) needs to coordinate the program of field experiences. A handbook of suggested field trips and speakers for the various grade levels should be provided.

14. One administrative device that has been successful in several systems is the use of a continuing committee on articulation. As with any committee if it is to function properly, time must be provided for members from various buildings and various grades to meet. Top level administrative support is essential here.

15. The North Central Association now accredits senior high schools, junior high/middle schools, and elementary schools. Hence consideration should be given to system-wide evaluation, despite the many problems involved, or at least to the sequential evaluation of a block of feeder schools. In some NCA states, system-wide evaluations are available through the state department of education.

IV

The Role of Guidance in Articulation

The function of guidance relative to articulation is important not only when the time approaches for the student to leave one school for another, but throughout his school program. Student personnel work should be done systematically and continuously, and it must extend beyond vocational and educational counseling. The basic function of guidance is to help the child adjust in all major aspects of his school and personal life. Thus a well-organized program of helping children make the adjustment from level to level as they progress through school comprises both guidance and articulation.

It has long been recognized that the recommended pupil/counselor ratio of 300 or 400 to 1 is totally inadequate if the counselor alone carries out the guidance function in the school. Guidance personnel can help effect a smooth flow for the student through the school's program, thus keeping to a minimum those frustrations and adjustments that might require special assistance. Hence when the guidance worker helps organize the total staff into an articulation team, s/he is functioning in a counselor's most important role.

Below are listed some of the measures forwarding articulation that have been successful for guidance personnel in many schools. While all of these ideas might not work in every school, this list should provide some suggestions that might have application to your specific school setting:

1. Adequate records of the student's academic, social, and emotional adjustment are essential for a free flow of information about the child as he progresses from one school to another. It is a major responsibility of the guidance staff to see that those records are compiled and properly transmitted from one level to the next.

2. Since the classroom teacher furnishes most of the information about the child and is also the prime user of that information, guidance personnel should conduct on-going in-service programs to insure that appropriate information is submitted and that it is used properly at each level.

3. Although a guidance worker is usually assigned to a given level, this does not mean efforts should not be made to cross over these restrictive boundaries. Informal and formal visits with other counselors, both in the local building and in other schools, are essential if a free flow of information and a coordinated program of educational action for the individual student are to be effected.

4. Guidance personnel should go to the sending schools to provide orientation for prospective students. In addition, arrangements could be made for teachers and students from the school to take part in introducing lower grades to the programs they are about to enter.

The use of students to describe and explain the next-level program is especially effective. An alternative is for students of the lower level to visit classes in the receiving school, reporting back to their peers what they have observed.

5. The orientation of a new student to the school is usually the responsibility of guidance personnel. Such a program may take place prior to the opening of school or during the first few days or weeks of the new school year. It is essential that such programs be well organized, as the initial impression of a child to a new school frequently can be an important factor in his success or failure. An orientation program for transfer students who come in throughout the school year also should be provided.

6. Parent orientation to a new school situation is important. These sessions can be conducted at the end of the school year, prior to the move of the student to a new situation, or at the beginning of the school year when adjustment problems are especially pressing.

7. Pre-school workshops on articulation problems should involve guidance personnel in a leadership capacity. Problems of adjustment are the primary concern of guidance personnel; hence they are the people who should initiate and plan activities for the faculty to help resolve student adjustment problems, to which poor articulation frequently contributes.

8. Follow-up studies of pupils who have advanced to the next higher level need to be made to identify problems of adjustment. While follow-up study of academic achievement of graduates who have gone to college is common, little has been done by elementary or junior high counselors to identify persistent social and academic adjustment problems at the next higher level of schooling.

9. The total community served by the school should be studied in depth, so that socio-economic and educational levels can be identified, with the information being transmitted in meaningful terms to the classroom teacher. This information should be interpreted for the teachers and steps should be taken to guide the teachers in proper use of the information.

10. Guidance personnel should initiate in-service programs and furnish information to help the entire faculty better understand the adjustment problems of children moving from one level to another. This could include a total faculty study of articulation problems unique to that situation.

11. Counselors and teachers should attempt to identify personality traits of students who deviate enough to signal possible adjustment problems at higher levels. This information should be passed on, though the confidentiality of such information must be maintained rigorously at all levels.

12. The total district guidance staff should meet regularly to lay specific plans to promote better articulation practices throughout the system.

13. The development of a student handbook for orientation purposes is an excellent, not to say indispensable, procedure. The initiation may come from the administration, with assistance from guidance personnel, or the responsibility may devolve on the guidance department to produce such a publication.

14. The organization of an advisor-advisee system involving all pupils and all teachers has great potential value. A staff advisor assigned to a child in seventh grade and continuing through grades eight and nine can provide for a smooth advancement from grade to grade within the school.

15. The identification of potential dropouts and the organization of specific programs for them has shown positive results in many instances. Relationships in this kind of program should be one-to-one. Frequently a committee of staff members can pool ideas and efforts to implement a program for students having severe difficulties.

V

The Teacher's Role in Articulation

In the final analysis, articulation is aimed at a smoother flow of educational experiences in the classroom. Since the teacher is closest to these educational experiences, it follows that the teacher must play a major role in any program designed to improve articulation. Such a program will also benefit the teacher, since as articulation problems are reduced the task of the teacher becomes easier.

Below is a list of the kinds of things teachers have done to improve articulation. These are presented as worthy of examination. Some may not be adaptable to a given school, but at least a few of the ideas on the list should be applicable to any situation.

1. Teachers should participate as members of system-wide curriculum planning committees. The personnel serving on those committees must then keep their colleagues informed as to the procedures and plans under consideration. Also, they must help orient their own staff members to the use of K-through-12 curriculum guides and other documents produced in such planning.

2. Visitation to other buildings or to classes within the same building will do much to promote effective articulation. This visiting should entail classroom observation and extended conferences between teachers. Some schools have worked out an exchange basis for these visits; this can be done formally or informally and for varying time periods—days, weeks, even a full year.

3. Each faculty member has a responsibility to work toward the improvement of his professional competencies. The problems of articulation should not be slighted in this total in-service development, which may be sponsored by the school or may be teacher-initiated in such activities as attending conferences, workshops, or summer school. In planning his professional improvement, the teacher needs to consider his growth in the import of problems connected with educational articulation.

3. Teachers should (and usually do) play an important role in textbook selection. In carrying out this task the teacher must be careful not to let personal bias interfere with an objective view of the total educational sequence. It is too easy for a teacher to request an "off beat" text which would isolate a given course from the sequential development of the total curriculum.

5. In schools in which textbooks determine the major content of the instructional program, it would be desirable for each teacher to have copies of the textbooks used by the pupils in previous years and copies of those to be used in later grades. These textbooks should occupy a prominent place on the teacher's bookshelf and should be

referred to often. In schools that depend more on course guides, each teacher should have copies of the total program.

6. The teacher, either as a part of the total school or within the classroom, could initiate programs of continuous progress which would begin with a pre-test or diagnosis then proceed to a program which would start the individual child where he is and let him proceed at his own rate and level of achievement.

7. Adequate reporting of pupil progress by the teacher is very important, and these reports must be made available to teachers at the next level. By the same token, the teacher must make proper use of reports sent from the lower level. These reports need to reflect social, emotional, and other adjustments, as well as academic achievement of the student.

8. Teachers must recognize the value of departmental meetings, participating fully in them so that the necessary information on the sequence of educational experiences can be considered in effecting the various levels of the total program.

9. An exchange of examples of the type of work accomplished at the various levels is a valuable in-service activity. An eighth grade art teacher could profit from examining art produced at the elementary level, as well as art objects created in senior high school classes. The same process could be valuable for industrial arts, English composition, science projects, and many other subject areas.

10. Teachers are obligated to develop specific objectives for each course, and these objectives should be shared with other teachers. In-service programs built around the objectives from various levels will do much to provide an understanding of what learning experiences are being provided from grade to grade.

11. If elementary teachers would write reports designed specifically for junior high teachers, this could result in a better understanding of the children in their first year of junior high school.

12. Elementary teachers can make a real contribution to articulation if their services are utilized to help junior high school teachers in continuing the reading program, which must be stressed in all the subject areas of the secondary school. The best approach would seem to be an in-service program to aid junior high teachers in developing practicable skills in the teaching of reading.

13. Junior high and senior high teachers could help elementary teachers by serving as subject matter consultants in areas where the elementary teachers may not have sufficient depth of preparation.

14. Exchange programs in activities such as music, drama, science displays, and others could help both the pupils and the teachers get a better view of the instructional program being offered at various levels.

15. Each classroom teacher has the responsibility to point out to students the future educational and vocational opportunities available in the particular subject matter area under discussion.

VI

Implementation of a Program of Articulation

The findings of Richardson in 1940 are as valid today as they were when first reported. One of his statements has a resounding contemporary ring:

> Articulation was specific to individual school systems. Evidence of good and poor articulation, with reference to the same phase of school life, varied from school system to school system . . . While the difference of an item in one school system was hindering to the continuity of pupil progress, the difference observed in the same item by pupils in another school system promoted a continuity of progress.[1]

If Richardson's findings are accepted, it is obvious that a program for articulation in one school would not be completely applicable to another school. Thus each school system, as well as each unit within the system, must study the total pattern and plan a program that is apposite to the specific school being served. Basic to any plan would be the fostering of proper teacher attitudes toward articulation problems.

Another factor must be recognized in the process: a well developed plan is of no value unless it is properly implemented. It would be relatively easy for an articulation committee to comb through publications and lift from them a few ideas for formulating an articulation program—then submit the list as its final report. However, even this limited effort would be a waste of time unless action is taken to implement the suggestions.

A device for implementing educational plans that appears to be receiving much attention at the present time is the Management By Objectives (MBO) technique. There are many models of this to be found in the professional literature, all similar in that they represent a systems approach to problem-solving. Here is a brief outline adapted from one MBO model:[2]

1. The first step would be to assess the needs of the school relative to the effectiveness of its articulation efforts.
2. The priorities of the system then must be identified and transmitted to the staff. (Though the staff itself must be totally involved in sifting the priorities.)
3. A critique should follow the priorities identification, again with total staff participation. Each educational unit would make a response to the priorities in articulation identified for the system.

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[1]James W. Richardson, *Problems of Articulation Between the Units of Secondary Education*, Teachers College, Columbia University, 1940, p. 170.

[2]Terrell H. Bell, "MBO: An Administrative Vehicle to the Ends and Means of Accountability," *North Central Association Quarterly*, Vol. 48, No. 4, Spring 1974, pp. 355-359.

4. The administration reviews the results of the critique and then feedbacks to the faculty the priorities on articulation identified by the various units in the district structure.

5. The principal and faculty consider good articulation practices and select those most applicable to that particular building or level. For example, subject matter continuity would probably be of more interest to secondary educators, while social adjustment might be given a higher priority in elementary schools.

6. Each local school should produce performance-oriented written objectives concerning articulation. These should be stated in quantifiable terms, insofar as is possible, indicating what will be accomplished within a certain time frame. The objectives should specify precisely "how much and when." To develop a feasible program, the school should limit its major objectives to no more than ten.

7. The objectives from the various school units must be reviewed by the district administration. In some cases a specific school might need to be persuaded to revise its objectives so that they will better fit into the district-wide priority grid. This same type of review should be carried out at the school level.

8. The final written objectives in articulation (for that academic year) would now be ready to be carried out.

9. The faculty of the school must be directly involved in the operational phase if it is to have any appreciable impact on general school practices.

10. The implementation phase, with constant progress monitoring throughout the year, goes forward.

11. The penultimate step is the evaluation at the close of the year of the school's efforts, based on the performance-stated objectives.

12. The last step in this sequence is to start over again with a new needs assessment the following year. Thus the process is self-renewing.

As previously mentioned, this is but one model, and even it must be adjusted to fit any one school situation. Nevertheless, serious consideration should be given to a systems approach which does employ the basic elements of 1) needs assessment, 2) the establishment of priorities, 3) the statement of objectives in measurable terms, and 4) an evaluation in terms of the specified objectives. Unless the articulation program involves careful planning, specifically stated objectives, and an element of accountability, the chances are it will not be successful.

A Review of Selected Literature on Articulation

CHARLES, A. D. "Achieving Articulation of Subject Matter," *School and Community*, 54:16, February 1968.

A survey of 72 junior and senior high principals and teachers in St. Louis (Missouri) County revealed that about 50 percent considered articulation of the curriculum as a major problem, with senior high personnel considering it more important than junior high personnel.

Forty-two principals listed the following problems in articulation:

1. Lack of time for teachers to meet.
2. Lack of supervisory personnel.
3. Lack of money.
4. Frequent curriculum changes.
5. Senior high attempts to dictate to the junior high school.

The article points out that articulation is not concerned with having all schools study the same subject at the same time. It is concerned with the effective transfer of the student from one unit to another.

The following are suggested as ways to promote articulation:

1. Develop a common philosophy of objectives.
2. Organize a curriculum department for the system.
3. Hold workshops between units.
4. Use intervisitation of teachers.
5. Coordinate the guidance program.

Good articulation minimizes conflicts and readjustment problems. It aids in reducing failures and drop-outs.

DIXON, LYLE J. "Articulation Between Elementary and Junior High School Programs in Mathematics and Associated Problems," *School Science and Mathematics*, 67:341-5, April 1967.

It is pointed out that authors of elementary textbooks rarely write junior high textbooks, thus there is a problem in transition. The teacher manuals are also lacking here. These and other conditions make a smooth articulation from elementary to junior high school difficult for the child. Another is the lack of agreement among educators as to what should be taught at each given level.

One of the suggested solutions is specialized in-service education for both elementary and junior high teachers, which may be part of the school's overall in-service program or workshops and summer sessions offered by teacher education institutions. Teachers must work together to concur on the sequence of subject matter, either in the development of guides or in the careful selection of textbooks. It is suggested that every teacher have on her desk a copy of the textbook used by her class the year before and a copy of the text that will probably be used the following year.

HODGE, MARION W. "Articulation of Secondary and Elementary Schools," *California Journal of Secondary Education*, Vol. 31, No. 6, October 1956, pp. 322-325.

Whittier Union High School District (California) organized a voluntary program of articulation between and within elementary and secondary schools. Sound articulation measures were developed within the various academic departments of the schools concerned. The departmental activities were carefully planned by committees representing all segments of the

school, with different subject areas receiving major emphasis each year. The measures included such things as curriculum development, visitation, workshops, in-service meetings, exchange of statements of philosophy, and others. Many tangible outcomes emerged from this project, such as bibliographies, community resource files, tape recordings, classroom guides, and other materials designed to coordinate various aspects of the program.

The guidance personnel responsible for stimulating interest in articulation were charged with developing continuing plans for coordination. Arrangements were constantly sought to have teacher and pupil inter-visitation between the elementary schools and the high schools and to provide added information about high school courses so that eighth graders might make more intelligent choices.

HUNTER, ERNEST L. "Articulation for Continuity in the School Program," *The National Elementary Principal*, Vol. XLXI, No. 3, January 1967, pp. 58-60.

Among the reasons why articulation problems exist are:

1. Failure of teacher education to develop a sensitivity for problems at various levels.
2. Failure of college faculty to understand and emphasize the interrelationships among the disciplines.
3. Inadequate attention in teacher education programs to principles of child and adolescent development and to the various theories of learning.
4. Inability or unwillingness of teachers to determine what is being taught at other levels.
5. Failure to plan curriculum on a K-12 basis.
6. Shortsightedness of administrators in recognizing the problems of articulation.

Some suggestions for improved articulation are:

1. Coordination and cooperation at administrative levels.
2. System-wide curriculum planning.
3. In-service plans for teacher exchange.
4. System-wide coordinators.

This paper points out that the main reasons for poor articulation is the widespread lack of understanding of the problems encountered by colleagues at different levels. The situation can be remedied if the profession desires to exert the effort.

JUCKETT, EDWIN A. "A Pleasant Bridge in the Hyde Park Schools," *Clearing House*, 29:81-3, October 1954.

Hyde Park (New York) schools reported a successful plan to reduce the articulation problems between its elementary and junior high schools. The plans were largely confined to grades six and seven. Some of the methods used to effect articulation were:

1. Teachers from grades six and seven met at least three times each year for discussion and work sessions.
2. Elementary and junior high teachers exchanged classrooms for a few days each year.
3. English and reading curriculum guides were completed for grades six and seven.
4. Sixth grade teacher-prepared reports on each child were forwarded to the seventh grade teachers.
5. Each sixth grade classroom selected a member to go to the junior high school for a day and report back to his class on his observations and reactions.

6. Sixth grade music groups presented a Christmas concert to the junior high school.

In the final analysis, the report stressed the need for teacher planning, iniation, cooperation, and understanding to make articulation work.

ROMINE, STEPHEN A. "Articulation: A Look at the Twelve-Year Program," *The North Central Association Quarterly*, 35:274-7, April 1961.

If a private, creative enterprise were operated with no more articulation and cooperation than typically characterizes American education, it would soon fail or go bankrupt. Schools should review the losses (both economic and human) that results from their inefficiency in achieving effective articulation.

It is not enough for each grade level to do a good job independently, the instructional program must be coordinated and be a continuing effort. Some of the factors that need to be considered are:

1. The learner is really the only element that extends throughout the K-12 program. Most of what we do focuses on the environment around the learner. We need to do more about those things within the learner.
2. The factor that receives too little attention is the teacher. Altered schedules, K-12 curriculum guides, and articulation policies may be good, but it is all to no avail if the teacher does not function effectively in bringing about articulation.
3. Curriculum development is usually a piecemeal activity at best. In most cases the individual teacher works on it without much guidance other than the adopted text.
4. Too many courses have recently been "pushed down" to lower levels to make room for advanced placement programs in the senior high school. This frequently is done without any appraisal of their intrinsic value at any level.

Romine suggests that many of the problems would be lessened if we would place more emphasis on learning and less on teaching. Upper levels (junior and senior high schools) cannot rely on the elementary school to develop all the skills of learning that are necessary for success in school. Teachers, administrators, and guidance personnel must work together within their schools and with the other educational institutions in the community to make articulation a reality.

SHANE, HAROLD G. "A Curriculum Continuum: Possible Trends in the Seventies," *Phi Delta Kappan*, 51:389-92, March 1970.

There are several reasons why urgent priority should be given to a genuine continuity in education. Some of these are:

1. Learning is a continuous process. There is no reason—except administrative convenience—for it to be broken into four or six-year time blocks.
2. Articulation cannot be achieved as long as we have a "graded" and "segmented" school configuration.
3. The present uncoordinated divisions are barriers and hurdles in the educational progress of children and youth.
4. The challenge of building a sound, well-conceived curriculum continuum is one which can help educators orient themselves in a confused and confusing culture.

Shane describes the curriculum continuum as learning that extends throughout the year. It is personalized (as contrasted with individualized) and it is characterized by psychologically supportive qualities of the continuum. In the program there would be . failures, no annual promotions, and no dropouts. Special education and remedial education would cease to exist, and

compensatory education would terminate, for the education of every child would be personalized.

SOBEL, THOMAS. "The Broader Meaning of Articulation," *Phi Delta Kappan*, 53:25-29, September 1971.

Sobol insists that the real articulation problems in our schools are not the "gaps" in the content of the subject matter but the "gaps" in society. He points to the widening gulf between the "haves" and the "have nots" as well as between the blacks and the whites. He points to another gap—the yawning gap between school and life. Still another rift is to be found in the school between intellectual (cognitive) emphasis and the expression and development of feeling and intuition. There are many ways that the school can lessen these gaps, but it cannot be done without plans and continuing effort.

STRICKLAND, JOANN H. AND WILLIAM ALEXANDER. "Seeking Continuity in Early and Middle School Education," *Phi Delta Kappan*. March 1969, pp. 397-400.

This paper lists five purposes of the middle school while pointing out that there are many similarities between these five aims and certain inherent aspects of early childhood education. The continuing curriculum of the middle school fits well into the elementary school's multi-age grouping, team teaching, instructional strategies, and other elements.

The following suggestions are made for improving continuity in learning through pre-adolescence education, and possibly even extending into the high school.

1. Alternative models of schooling should be developed which utilize coordinated program and staffing patterns for the total K-12 sequence.
2. School faculties from the several school levels should cooperatively construct curriculum sequences which allow for differences in communication skills, cognitive processes, creativity, and so forth.
3. Local school systems should coordinate facilities, programs, and services throughout the total system.
4. Teacher education should provide experience in team work for several age levels.
5. Program planning for all levels should draw heavily upon family and community involvement, giving emphasis on the common efforts of the school, home, and community in the growth and development of the child.

WILHELM, FRED T. "Elementary and Secondary School Principals—Partners in Pressure," *The National Elementary Principal*. Vol. XLVII, No. 6, May 1968, pp. 75-79.

New demands on the secondary school have major implications for the elementary school. The trend toward the middle school provides a buffer to some degree, but even the middle school is constrained to respond to the pressures of the senior high school. The high school itself is being pressured to provide better vocational preparation, to develop a social studies program that "works," and to place a major emphasis on a unified humanities program.

The educational and societal changes today make it more important then that elementary and secondary principals work more closely together, not only on curricular problems but also in facing those stresses that evolve from teacher militancy and contract negotiations. In the face of mounting problems, it is questionable that one group of educational leaders can go it alone. Hence elementary and secondary school principals must band together with other educational leaders to exert their maximum force on behalf of good education for all youth.

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